**Teacher Candidate:** Hoffmann, Kayla

**Grade Level:** 3rd

**Date of lesson:** 26 November 2015

**Lesson Duration:** 5 days

**Content Standards:**

**Focus Standard:**

**3SS1: Civics and Government**

Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

**3SS1.c:** Name and describe the three branches of government, and explain how citizens in the local community participate in each.

**3SS1.d:** Describe the role of citizens, including how to participate in a classroom, in the community, and in civic life.

**Supporting Standards:**

**Reading Application**

**3E1a.7:** Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.

**3E1a.8:** Use sentence and word context to find the meaning of unknown words.

**3E1a.9:** Use a dictionary to learn the meaning and pronunciation of unknown words.

**3E1b.3:** Ask questions and support answers by connecting prior knowledge with literal information from the text.

**3E1b.6:** Distinguish the main idea and supporting details in expository (informational) text.

**3E1b.7:** Locate appropriate and significant information from the text, including problems and solutions

**Writing Application**

**3E2b.2:** Write descriptive pieces about people, places, things, or experiences that develop a unified main idea and use details to support the main idea.

**3E2a.2:** Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

**3E2a.5:** Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).

**3E2a.6:** Use a computer to draft, revise, and publish writing.

**Speaking Applications**

**3E3b.1:** Make brief narrative presentations that provide a context for an event that is the subject of the presentation; provide insight into why the selected event should be of interest to the audience; and include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end.

**Learner Background:**

Students have experience in creative writing, creating relevant graphic organizers, and conducting simple internet/ text research. Students have begun to make inferences based on text and dialogue, and have a strong understanding of cause and effect. Students have a basic understanding of the branches of government and the purpose of laws, and have begun discussion of the local government and the purpose and duties of citizens.

**Student Learning Objective(s):**

* Students will be able to name similarities and differences between National and Local government.
* Students will be able to identify members of local government and will be able to explain their purpose in their own words.
* Students will be able to explain the purpose of the local citizen and will be able to demonstrate their duties and responsibilities in the classroom.

**Assessment:** *Formative-* Students will demonstrate their understanding through discussion input, observations and research kept in Social Studies Journals, and through the use and creation of graphic organizers.

*Summative-* Students will demonstrate their summative understanding through the completion of a Local Government brochure which will exhibit the members and purposes of local government, and the purpose and duties of the citizen.

**Materials/Resources:**

- Access to computers, the internet, and printers

* Informational text concerning local government and citizenship
* Writing utensils
* Printers
* Different Colored Paper (optional)
* Video Presentation material (camera, camera app, etc.)

**Teaching Model/Strategy**

This lesson will begin with direct instruction, and will move towards a work period through a gradual release of responsibility.

**Learning Activities:**

**Initiation:** *Grabber:* Teacher will begin with a commercial video (<https://youtu.be/ji3cZ5FNdUE>) and will follow with a think-pair-share discussing what strategies the video creators used, and the words they said in an attempt to encourage visitors to use their resort. Next, the teacher will pass around advertising brochures (attached below) and repeat the process. As a class, the students will discuss what portions are similar, and the purposes of each. The teacher will compile this list on the board.

**Lesson Development:** This lesson will begin with direct instruction on local government, its members, and the role and duties of its members. While teaching, the teacher will model the creation of a graphic organizer of local government (below). Key vocabulary includes:

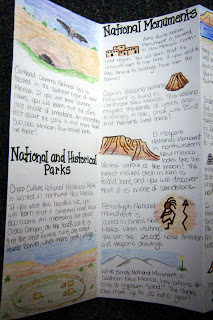
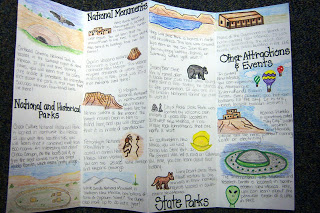
* Governor
* Mayor
* Town/ City Council
* Chief of Police
* School Superintendent
* Town/ City Planner
* Education, Recreation, Security
* After the teacher will explain the expectations of the final product (brochure/commercial) and will develop a rubric with the class for the final product.
* The students will be given time (in the classroom, in the library, or in the computer lab) to research local governments using key words and phrases in their search, and to peruse the library books for relevant sources.
  + **Note**: Students must research and include primary sources (quotes from government leaders, photos of members of local government, etc.)
  + Sample site: <https://chnm.gmu.edu/cyh/primary-sources/129>
* The students will compile their information in the format of a brochure or a recorded commercial. Brochure may be completed using the following link, or by hand (<https://www.canva.com/create/brochures/>)
  + **Note**: Free subscription required
* The commercials/brochures must include each branch of the local government, a brief explanation of its purpose, and a photograph; a portion dedicated to the expectations of a citizen of that community.
* Last, students will be given the opportunity to present the commercial/brochure to the class, but all must be submitted to the teacher. If a student decides to present their brochure to the class, it is recommended that the teacher print enough brochures for the class to examine.

**Closure:**

**Individuals Needing Differentiated Instruction:**

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Stark, Arya |  |  |
| Greyjoy, Asha |  |  |
| Lannister, Tyrion |  |  |

**Brochure Example:**



**Example Graphic Organizer:**

Chief of Fire Safety

Chief of Police

Parks and Recreation

School Board

Town/ City Manager

School Superintendent